

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.

Since 2008: Lecturing and co-supervision at the 1st year of various B.Sc. engineering programmes, including Energy Engineering, Mechanical Engineering, Biotechnology, Global Business Engineering, Biology, Environmental Engineering, Civil Engineering and Health Technology

Courses: Problem-based learning in science, technology and society

Since 2008: Lecturing and supervision at various B.Sc. and M.Sc. planning and engineering programmes, including Sustainable Energy Planning and Management, Sustainable Cities, Urban, Energy and Environmental Planning, Geography, Joint European Master in Environmental Studies (JEMES) and Land Surveying, Energy Engineering

Courses: Sustainable Energy Policies, Technical Energy Systems Analysis and Policy Design, Energy & Environmental Tools and Project Evaluation, Economic, Social and Environmental Impact Assessment, Innovation & Economy, The Planners' Theories and Methods

2010 - 2011: lectures at the SESAM M.Sc. programme at Flensburg University

2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

Since 2013: Semester coordinator at the 2nd semester of the M.Sc. programme in Sustainable Energy Planning and Management

3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.

2014-2019: Department supervisor in University Teacher Education, Aalborg University (for Steffen Nielsen and Jakob Zinck Thellufsen)

University Teacher Education, Aalborg University - Year: Completed 2013

2013: Seminar on the practical aspects of group-based project exams.

2011: Workshop on improving the use of video-conferences in teaching.

4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegiasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.

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5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

I have developed approaches to amplify student-centred teaching and learning, and to improve the alignment between learning objectives, course activities and evaluation/assessment. I strategically include in-class brainstorms, student presentations, exercises and mini projects into my teaching, as a supplement to more traditional forms of teaching, based on e.g. slides and literature. In terms of assessment, I have experimented with clarifying students' expectations towards traditional forms of written examination already at the beginning of a course. I have also conducted "test exams" in order to better prepare students for an exam. I have developed alternative ways of assessment and combined them with a more activity-based approach to teaching. One example, is a 2 weeks mini-project during the course "Sustainable Energy Systems: Economics, Environment and Public Regulation", which I have designed and which was the basis for student presentations and an oral exam. The students were asked to design and analyse a small energy system, and thereby learn to use the tools, which were presented at the course.

I have been involved in the PG study board's work on promoting the subject area energy planning within the education of Urban, Environmental and Energy Planning at the undergraduate level. This work was started because the feedback from students during several years had been that the subject of energy was not represented sufficiently in the curriculum of the education. Specifically, I prepared a report on the extent to which energy as a subject area was part of the education, based on a dialogue with teachers and students.

6. Udtalelser om undervisningskompetencer fra foresatte og kolleger. Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.

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7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).

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8. Andet.

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